English 4
Argument Writing – Establishing Identity and Seeking Integrity

Instructional Unit Resource for the
South Carolina College- and Career-Ready Standards for English Language Arts

English 4: Argument Writing:
Establishing Identity and Seeking Integrity

Unit Rationale/Overview:

The focus of this unit is argument writing and citing textual evidence. Its theme is Establishing Identity and Seeking Integrity, focusing on how a young adult can establish his own identity and how integrity is an important part of responsible and respected adulthood. English 4 students need opportunities to make decisions in preparation for the harder decisions they will face in their own lives as they mature. Studying the conflicts and problems faced by literary characters can help them to see issues more clearly as they comment on and react to the ways that real-life problems are handled in a fictional setting. Three novels that illustrate this theme are *Frankenstein* by Mary Shelley, *The Picture of Dorian Gray* by Oscar Wilde, and *Lord of the Flie*s by William Golding. In working through the theme of the unit, the students will begin with reading a selected novel. As students are reading, they will make their own judgements about how a character handles the issues he/she faces. Then, the students will use informational text that explores psychological theories applicable to the behavior of the character(s) in the book. The students will analyze the literary text, along with informational text, to determine how a young adult can find his identity and develop integrity. The final product of the unit will be an analysis of the characters, using the theories of Abraham Maslow and Sigmund Freud.

The Profile of the South Carolina Graduate (http://ed.sc.gov/scdoe/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf) addresses three areas of importance for all high school graduates: World Class Knowledge, World Class Skills, and Life and Career Characteristics. World Class Knowledge and some World Class Skills are typically taught in an educational setting, but Life and Career Characteristics are important as well. Commonly called soft skills, Life and Career Characteristics are just as important as the knowledge a student gains in school. Among these skills and characteristics are integrity, self-direction, global perspective, perseverance, work ethic, and interpersonal skills; without these skills, the student will not be able to achieve his fullest potential. This unit will help the students see the importance of these skills by studying how literary characters use them as they mature.

Estimated time frame: four weeks.

Standards and Indicators

Targeted implies that these standards are the focus of the unit.

Embedded implies that these standards will be naturally integrated throughout the units.

Targeted Standards/ Indicators
Inquiry-Based Literacy
 E4.I.4   **Synthesize information to share learning and/or take action.**
 E4.I.4.1   Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.

Reading-Literary Text

E4.RL.5   **Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**

E4.RL.5.1   Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.

E4.RL.11   **Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style.**

E4.RL.11.1   Analyze how point of view and author's perspective and purpose shape content, meaning, and style; supports rhetorical or aesthetic purposes; and convey cultural experience.

Reading-Informational Text

E4.RI.10   **Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.**

E4.RI.10.1   Determine an author's point of view or purpose in a text in which the rhetoric is persuasiveness, or beauty of the text.

Writing

E4.W.1   **Write arguments to support claims with clear reasons and relevant evidence.**

E4.W.1.1   Write arguments that:
   a. introduce a clearly articulated and well-informed claim, establish the significance of the claim, and differentiate between the claim and counterclaims;
   b. use relevant information from multiple print and multimedia sources;
   c. assess the credibility and accuracy of each source;
   d. create an organizational structure that logically sequences claim(s), counterclaims, reasons, warrants, and evidence;
   e. develop claim and counterclaims fairly and thoroughly, supply the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases;
   f. use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and counterclaims;
   g. establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline;
   h. develop and strengthen writing as needed by planning, revising, editing, rewriting;
   i. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard

format for citation;

    j.   avoid logical fallacies and demonstrates an understanding of objectivity and subjectivity; and

    k.   include a call to action.

Communication

E4.C.2   **Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.**

E4.C.2.3   Quote and paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Embedded Standards and Indicators

Inquiry-Based Literacy

E4.I.4   **Synthesize information to share learning and/or take action.**

E4.I.4.2   Evaluate findings; address conflicting information; identify misconceptions; and revise.

Reading-Literary Text

E4.RL.13   **Reading independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.**

E4.RL.13.3 Read and respond to grade level text as self-directed, critical readers and thinkers.

Reading-Informational Text

E4.RI.6   **Summarize key details and ideas to support analysis of central ideas.**

E4.RI.6.1   Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.

Writing

E4.W.4   **Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.**

E4.4.1   When writing:

    a.   apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; and

    b.   resolve issues of complex or contested usage, consulting references as needed.

Communication	
E4.C.1	**Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.**
E4.C.2	**Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.**
E4.C.4	**Engage in dialogue with peers and adults to explore meaning and interaction of ideas; concepts, and elements of text, reflecting, constructing, and articulating new understandings.**

Clarifying Notes and "I Can" Statements

Clarifying Notes

This unit is focuses on character development in the Victorian novel *The Picture of Dorian Gray* by Oscar Wilde. Because this text may not be accessible or even appropriate for all students in all classes, theme can easily be applied to *Frankenstein* by Mary Shelley, *Lord of the Flies* by William Golding, or another suitable novel that deals with the maturation of a main character. While some of these Instructional Strategies and Assessment Tasks are specific to *The Picture of Dorian Gray*, any text that delves into the maturation of a character, meets student needs, and meets district guidelines would be acceptable for this unit of study.

"I Can" Statements

- I can take a critical stance to analyze relationships and patterns of evidence to verify and confirm conclusions. (E4.I.4.1)
- I can find and cite strong and thorough textual evidence to support my analysis of what the text says explicitly, as well as my inferences drawn from the text. (E4.RL.5.1)
- I can analyze the author's choice of point of view, perspective, or purpose. (E4.RL.11.1)
- I can provide evidence of how an author's choices affect the content, meaning, and style; supports rhetorical or aesthetic purposes; and conveys cultural experience. (E4.RL.11.1)
- I can determine an author's point of view or purpose in a text that uses rhetoric. (E4. RI.10.1)
- I can effectively write argumentative essays that incorporate a claim, a counterclaim, and textual evidence in order to better advance my point of view. (E4.W.1)
- I can quote and paraphrase the data and conclusions of others. (E4.C.2.3)
- I can avoid plagiarism by following a standard format for citation. (E4.C.2.3)

Essential Questions

These are **suggested** essential questions that will help guide student inquiry.

- How do actions prove character?
- How does a person's character influence his or her decisions?

Prior Knowledge

Prior to this unit, students will need experience with:
- understanding and applying formal citation guidelines;
- finding, summarizing, and analyzing central ideas and themes;
- determining meaning and making inferences;
- identifying how authors use text structure to create tone;
- identifying and analyzing point of view and cultural experience in a text;
- analyzing how an author develops claims or ideas;
- determining and evaluating an author's purpose and his use of rhetoric to support his point of view;
- assessing the validity of claims;
- evaluating arguments;
- identifying arguments, claims, analysis, and evidence;
- identifying the logical order of an argument;
- determining the strengths and weaknesses of claims and counterclaims;
- choosing and organizing relevant, sufficient facts and details that enhance the writing;
- applying strategies for active reading;
- using precise language relevant to the topic;
- writing in a style appropriate for the audience and purpose;
- responding to suggestions from adults and peers to strengthen writing; and
- having exposure to extended time frames for writing, reflection, research, and revision.

Subsequent Knowledge

Students will understand these concepts:
- Authors write with different purposes.
- The author's purpose influences the reader's perspective.
- Reading new information may change one's perspective.
- Close reading allows one to analyze social, cultural, and historical values.
- People rely on a variety of sources to obtain information.
- Writing is a recursive, multistage process.
- Readers use strategies to construct meaning.
- Readers understand various purposes and perspectives of an argument.
- Texts come in a variety of forms.
- Writers use rhetorical strategies to persuade.

Potential Instructional Strategies

Instructional Strategy: Dialectical Journals

Learning Targets: These learning targets are dependent upon students' reading of a text.

- **I can find and cite strong and thorough textual evidence to support my analysis of what the text says explicitly, as well as my inferences drawn from the text. (E4.RL.5.1)**
- **I can provide evidence of how an author's choices affect the content, meaning, and style; supports rhetorical or aesthetic purposes; and conveys cultural experience. (E4.RL.11.1)**

1. While reading the text, the student will want to note specific quotes that will help in the understanding of the characters' growth/maturation. In *The Picture of Dorian Gray*, the student might want to know how Dorian changes under the influence of Lord Henry Wotton; in *Frankenstein*, the student might want to chronicle the decisions Victor Frankenstein makes as he matures from a young boy to a young man who is studying at the university; in *Lord of the Flies* the student can note the varying changes in loyalties as the groups of boys are established and change.
2. Students will use a dialectical journal to note quotes from the novel and their interpretations.
3. Responses should demonstrate a deep understanding of the text. To develop this understanding, students should question, connect, predict, clarify, reflect, and evaluate.

Journal Format:

Direct Quote from the Text w/ Page Number	Reader Response

Possible Rubric:

Passages	Meaningful quotations and passages are chosen to thoroughly demonstrate the examination of the character/s.	20 possible points
Responses	Interpretation is thoughtful, mature, and engaging. Reader closely examines themes, creates insightful connections, or asks thought-provoking questions.	20 possible points
Reflection (applicable for a summative assessment)	Includes a final reflection about the entire journal and the connections or trends noticed.	10 possible points

For more information on dialectical journals, see
http://www.houstonisd.org/cms/lib2/TX01001591/Centricity/Domain/42451/2016Dialectical%20Journal%20Directions%20for%20all%20grade%20levels.pdf.

Learning Target: I can provide evidence of how an author's choices affect the content, meaning, and style; support rhetorical or aesthetic purposes; and convey cultural experience. (E4.RL.11.1)

As the students are reading and taking notes on the text, the teacher will want to introduce a variety of discussions to make sure the students have a full understanding of the text. Through these discussions, the students can share their ideas on the characters and how those characters grow and change as the plot moves forward. Possible discussions strategies:

- Shared Reading
  - Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression.
  - For more information on S\hared Reading, see http://www.educationworld.com/a_curr/strategy/strategy008.shtml

- Book In A Day
  - Group the students in collaborative learning groups.
  - Each group will be assigned a section of the text to read and analyze.
  - Each group will present their section to the class, so that at the end of the class, everyone has a working knowledge of the text.
  - For more information on Book in a day, see http://whattheteacherwants.blogspot.com/2011/04/book-in-day.html.

- Socratic Seminar
  - The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others
  - For more information on Socratic Seminars, see http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html.

Learning Target: I can determine an author's point of view or purpose in a text that uses rhetoric. (E4.RL.11.1)

For this part of the instruction, the students should have completed reading the assigned text and have engaged in various discussions with classmates about the text. At this time the teacher will introduce the psychological theories of Abraham Maslow and Sigmund Freud. Maslow's Hierarchy of Needs shows the progression of how a person matures from infancy to adulthood. The essential goal is to reach Self-Actualization, but not all humans make it to that final stage of maturation. After reading about Maslow's theory, the students will have an understanding of how the various characters in the text reach the different levels of the hierarchy.   For information see: http://www.simplypsychology.org/maslow.html.

Sigmund Freud's personality theory can reveal how the three main components in a personality: the id, ego, and superego can control a person's actions.   For information see: http://www.simplypsychology.org/Sigmund-Freud.html.

Learning Target: I can effectively write argument essays that incorporate a claim, a counterclaim, and textual evidence in order to better advance my point of view. (E4.W.1)

The student will need to understand the format and language of the argument essay. Use the Argumentative Essay Organization handout found in the Appendix to help students understand the organization of the argument essay.

Learning Target: I can quote and paraphrase the data and conclusions of others. I can avoid plagiarism by following a standard format for citation. (E4.C.2.3)

Based on the citation and formatting guidelines for your district/school, you will need to provide instruction for your students. For paraphrasing strategies, see https://owl.english.purdue.edu/owl/resource/619/1/.

Potential Assessment Tasks

The summative assessments of this unit will incorporate all of the primary standards. See the Final Essay Scoring Guide in the Appendix.

Assessment: Essay--*The Picture of Dorian Gray* Final Assessment found in the Appendix
Assessment: Essay--Literary Characters and Abraham Maslow found in the Appendix

Resources
Novels   *The Picture of Dorian Gray*, Oscar Wilde   *Frankenstein*, Mary Shelley   *Lord of the Flies*, William Golding   Simply Psychology   http://www.simplypsychology.org/maslow.html   Simply Psychology   http://www.simplypsychology.org/Sigmund-Freud.html   OWL at Purdue   https://owl.english.purdue.edu/owl/resource/619/1/

English 4: Establishing Identity and Seeking Integrity
Argumentative Essay Organization

A good argumentative essay takes a clear position on an issue. A writer supports this position with multiple arguments; for this essay you will need three (3) supporting arguments. In addition, a good argumentative essay recognizes and refutes the opposing position. Your essay will have one of two formats:

Option One:
- **Opening paragraph:** Hook, introduce problem/issue, define the situation and conclude with your thesis.
- **Thesis:** Your thesis must be at the end of the first paragraph and <u>must show your position</u> on the issue. You cannot show only the pros and cons for a specific topic. <u>No first person!</u>
- **One to Two paragraphs**: Explain the viewpoint you did not choose (A). You should clearly respond to and refute these ideas.
- **Three to four paragraphs:** Explain your viewpoint (B). Each of your three supporting arguments should be its own paragraph. Each paragraph should contain clear evidence, examples and/or quotations.
- **Conclusion Paragraph**: Wrap up your position. Do not introduce anything new.
- **You will need <u>in-text citations</u> in every paragraph except for the introduction and conclusion.**

Option Two:
    Opening paragraph: Hook, introduce problem/issue, define the situation and conclude with your thesis.
- **Thesis:** Your thesis must be at the end of the first paragraph and <u>must show your position</u> on the issue. You cannot show only the pros and cons for a specific topic. <u>No first person!</u>
- **Six paragraphs**: Alternate between the opposing side and your argument. You will take each of your three ideas one at a time. First introduce the opposing side and then explain your side. So the format would be ABABAB where each letter is a separate paragraph.
- **Conclusion Paragraph**: Wrap up your position. Do not introduce anything new.
- **You will need <u>in-text citations</u> in every paragraph except for the introduction and conclusion.**

English 4: Establishing Identity and Seeking Integrity
Literary Characters and Abraham Maslow

Why do you procrastinate? Why do you over react to certain situations? Why are you motivated to succeed and graduate on time? The answers to all of these questions have to do with behavior and motivational theory. While many theories abound about behavior and motivation, one theory can be considered the foundation for the others. That foundational theory is Maslow's Theory of Hierarchal Needs. Maslow's theory is one that we can understand about our own lives; moreover, it is one that can be applied to characters in literature; since after all, art imitates life.

Essay question: *How does Maslow's Theory apply to characters in literature?*

Directions:
1. Read the information presented about Abraham Maslow. As you are reading, think of characters in the assigned novel and where these characters would fall on the continuum of needs.
2. Choose two characters that will be the basis for your answer to the essay question.
3. Research the text in which these characters appear, looking for quotations that would show how Maslow's theory is applicable to the characters.
4. Outline a four paragraph essay that will answer the exam question.
5. Use the rubric as a guideline for writing the essay.

Essay Outline

Prompt: How does Maslow's Hierarchy of Needs apply to characters in literature?		
Thesis:		
Introduction Paragraph	**How can you introduce the reader to the texts you have read and the idea of Maslow's Hierarchy of Needs?**	
Character	**How does this character support your thesis?**	**Quotations, explanations, details and support from this text to support the thesis:**
Character	**How does this character support your thesis?**	**Quotations, explanations, details and support from this text to support the thesis:**
Conclusion Paragraph	**Did you restate the thesis?**	

English 4: Establishing Identity and Seeking Integrity
The Picture of Dorian Gray **Final Assessment**

For your final assessment on *The Picture of Dorian Gray,* you will write a four paragraph essay based on one of the six topics below.

You will be expected to follow the rubric as you are writing the essay. The rubric requires you to use quotes in the body paragraphs.

Essay Topics

1. In Chapter 12, Dorian rationalizes Basil's accusations saying that every individual is responsible for his actions, and therefore for his downfall. Argue if this rationalization is legitimate. If it is legitimate, you should prove that Dorian is responsible for his own downfall. If not, prove who is responsible for Dorian's downfall and why that person is responsible.

2. Basil Hallward and Lord Henry both share responsibility for Dorian Gray's excessive lifestyle. Who is more responsible? Prove your answer using examples from the text.

3. Evil appears in many disguises. Lord Henry and Dorian Gray are both charming, each in his own way, but each man also has an element of evil. Prove that both of these men do have evil within their charming personalities.

4. Dorian Gray destroys two people before they die: Sibyl and Alan. Show how the relationship with Dorian has had with each one is responsible for their destruction.

5. Compare and contrast the values of Basil Hallward to those of Lord Henry.

6. Characterize Lord Henry by choosing several cynical comments which he makes and analyzing whether he really means what he says or if these things are said for effect.

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Final Essay Scoring Guide

**Essay Requirements: -Four (4) paragraphs - minimum two (2) quotations per paragraph

Criteria	Max Points	Earned Points
Introduction Paragraph • Reference to theme in chosen topic • General info about novel • Thesis Statement that combines theme and novel–	20	
Body Paragraph 1 • Topic Sentence • Quotations from text with page numbers • Embed quotations in the paper • Explanation and analysis of quotations that ties to theme • Concluding statement	20	
Body Paragraph 2 • Topic Sentence • Quotations from text with page numbers • Embeds quotations in the paper • Explanation and analysis of quotations that ties to theme • Concluding statement	20	
Conclusion Paragraph • Restate thesis • Does not introduce new information	10	
Organization and Voice • Transition between and within paragraphs • Skillful use of language • Sentence variety	15	
Grammar/Mechanics • No first or second person pronouns • Subject/verb agreement, etc. • No sentence fragments or run-on sentences • Spelling, punctuation • Present tense verbs	25	
Total	100	

Comments:

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